

Course Syllabus for ENTM 1001 Insects & Society

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Course: ENTM 1001 2.0.(1) Insects and Society
Book: Course Syllabus for ENTM 1001 Insects & Society

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Description



The *Moodle book* is a resource that can be used to organize information and multimedia in your course. Click on any of the chapter titles to jump to the section you want to read. You can print this book by clicking on the book title or on a chapter title and then clicking the link under the Table of Contents.

This course syllabus is an example of the Moodle book.

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Instructor & Course Information

ENTM 1001: Insect & Society (3 credit hours)

Instructor: Timothy Schowalter

Email: tschow1@lsu.edu OR tschowalter@agcenter.lsu.edu

Please email your instructor or post in the General Course Questions forum with questions about course content. Every effort will be made to respond within 48 hours. You can expect a response to posts and emails within 48 hours M-F, and the next business day on weekends.

Catalog description: Introduction to insect effects on agriculture, human health, and the environment. Subjects not covered in other entomology courses.

Pre/co-requisites: none

Full Course Introduction

This course will introduce you to how people interact with insects. You'll examine why you and other people should care about insects. Insects are all around us. Probably everyone has some questions about insects. Entomology Departments answer questions from every county and every walk of life. As an entomology professor, I encounter people who just ask what the insect is; others ask if it is dangerous, how best to control it, or if it needs to be controlled.

Like it or not, insects are the most abundant animals on our planet. With over one million described species, many of which can adapt to changing conditions within just a few years, they are here to stay and likely will outlast us. They have survived all previous global extinction events while other animal groups disappeared. Insects and related arthropods are our most constant companions. They are ubiquitous guests in our homes and even in our eyebrows. Most do no harm, and many are beneficial. Yet many people see insects only as threats.

Insects have been our major competitors for food and vectors of some of our most devastating diseases, as well as annoying household nuisances. However, relatively few species directly threaten people. Insects are important sources for nutritional, medical, and industrial products. Without insect pollinators, we would lose 35% of our global food production, including virtually all fruits and vegetables; without insect detritivores, dead plant and animal material would accumulate and deprive plants of necessary nutrients. The world would be a very different and unpleasant place without insects.

Ironically, most educated people in developed countries are repelled by insects. The mere thought of being infested with insects drives many people to suffer from the imagined sensation of insects crawling on or under their skin, a condition known as delusional parasitosis or Ekbom's syndrome. This is one of the most common reasons for calls to Entomology Departments. Samples submitted for examination contain dust bunnies, hair, bits of skin, other debris, and perhaps a few incidental insects that are common around homes, but no insects or mites that attack or feed on humans. However, the insecticide bombs that many of these sufferers frequently use to rid their homes of the imagined infestation can cause dermatitis, i.e., red, itching skin, which is a more likely cause of their ailment. Why do insects inspire such fear and loathing?

Hopefully, this course will challenge many of your perceptions about insect effects on our lives. Although some insects will continue to be undesirable for many people, insects support most of the ecosystem services on which we depend for survival. Life as we know it would likely disappear in the absence of insects.

This course is intended to give you an introduction to the diversity of insects and the ways in which we

interact with them. You are not expected to become an entomologist, but hopefully, you will gain the understanding and tools necessary to help you live more comfortably with insects.

Course Outcomes and Module Learning Objectives

This course covers the following specific measurable outcomes and learning objectives. All assessments are aligned to these outcomes and objectives.

Course Outcomes

When you complete this course, you will be able to:

1. Describe ecosystem services on which human survival depends (CO 1)
2. Describe ways in which humans have interacted with insects over time (CO 2)
3. Identify factors that influence insect abundance and their effects on ecosystem services (CO 3)
4. Explain ways in which humans and insects affect ecosystem service (CO 4)
5. Describe ways in which management of insects and ecosystems can be changed to improve ecosystem delivery of services (CO 5)

Module Topics and Learning Objectives

The following is a breakdown of module topics and their associated learning objectives.

Module 1: Introduction to Entomology

1. Describe the steps in the scientific method. (associated Course Outcome (CO 2)
2. Recall how the scientific method helps establish scientific knowledge. (CO 2, 5)
3. Explain why accurate identification is important. (CO 2, 5)
4. Distinguish the five classes of arthropods and ten major orders of insects by description. (CO 2, 5)

Module 2: Insect Nuisances & Structural Pests

1. Identify general groups of insects considered to be nuisances or structural pests. (CO 2)
2. Describe the factors that bring nuisances and structural pests into human abodes and how these factors can be mitigated. (CO 2, 4, & 5).

Module 3: Threats to Human Health

1. Distinguish the major groups of venomous and poisonous arthropods and their health effects. (CO 2)
2. Distinguish the major parasites and vectors of human and animal diseases and their health effects. (CO 2)
3. Propose management strategies that mitigate health risks from venomous arthropods, parasites, or disease vectors while maintaining ecosystem services. (CO 2, 4)

Module 4: Threats to Agricultural & Forestry Resources

1. Describe insects that affect agricultural resources and their effects on food supply. (CO 1, 4, & 5)
2. Describe insects that affect forestry resources and their effects on the supply of forestry resources. (CO 1, 4, & 5)
3. Explore the key factors that affect the abundance of both agricultural and forest insects. (CO 3)

Module 5: Human Uses of Insects & Their Products

1. Explain how insects and their products are used for food, medical supplies, or industrial materials. (CO 1, 2)
2. Recall uses for insects as cultural icons. (CO 2, 4)
3. Describe how insects are used as indicators of environmental changes. (CO 1, 3, & 5)

Module 6: Insect Effects on Ecosystem Services

1. Describe the ecological role of pollination and the contributions of major insect pollinator groups. (CO 1)
2. Describe the role of decomposition in ecosystems and classify significant groups of arthropod detritivores. (CO1, 2)

3. Summarize the principles of biological control and classify common predator and parasite groups involved in these processes. (CO 5)
4. Explain the contributions of insects to global processes that sustain life on Earth. (CO 4)

Module 7: Factors Affecting Insect Abundance and Management

1. Describe factors that affect insect abundance and spread. (CO 2, 3, & 4)
2. Describe factors to consider when deciding when and how to control insects while maintaining ecosystem services. (CO 4, 5)

Course Materials and Resources

Required Materials

The following materials are required for this course:

- Textbook: Schowalater, Timothy, 2020. *Insects and Society*. CRC Press. ISBN 13-978-0-367-34780.
- In addition to the required textbook, you may find this [Glossary of Terms](#) (PDF) very useful for your studies.

You may purchase a digital or paper copy of this textbook through the LSU Bookstore, Amazon, CRC Press (via Taylor and Francis) or in some cases, through special request at your local library.

Equipment & Software

You will need access to the following items to complete the assignments in this course.

- a thermometer, digital infrared thermometer is recommended to complete fieldwork assignment.
- a whiteboard, dry-erase board or erasable non-digital workboard is recommended for porctored exams (optional, where applicable)
- Access to Word, [Google docs](#), pages, or other writing software (exportable to .docx or .pdf) as well as Excel, sheets, or other spreadsheet software (exportable to .xlsx or .ods)

Please see below for instructions for accessing your eTextbook and activities at the publisher site.

Ordering Information

Please review the following tips for ordering your course materials:

1. Do not purchase your textbooks until your enrollment is approved. During the processing period, a new section may be opened that could require a different textbook or edition.
2. Courses with special access codes require that students use the direct links to the publisher site.
3. Always order by the ISBN. Publishers and vendors often offer the same textbook title under different ISBNs. You must have the correct ISBN to access your online website.
4. If you are having problems locating a textbook, contact us at Answers@outreach.lsu.edu for assistance.

Privacy and Accessibility

Please be aware that in using tools to complete your coursework, certain information may be collected and used in other locations. For details, review the privacy policies for the tools you are using to ensure you are comfortable with their policies.

- [Microsoft Privacy](#)
- [Google Privacy](#)
- Don't forget to review privacy policies on the site for your digital textbooks.

If you have concerns about accessibility or would like to request accommodations, there are multiple resources for the software you are required to use. You can read about Microsoft and Google accessibility features on their accessibility site pages.

- [Microsoft 508 Accessibility](#), includes contact link to helpdesk.
- [Google Product Accessibility](#), contacts are based on product selection and various accessibility needs.

Technical Information and Assistance

Technical Help

If you have questions about the functionality of your course, review the GROK article [LSU Online Technical Requirements](#) to make sure you have the right equipment and software.

If you have any technical problems or questions, email CE Learner Services at Answers@outreach.lsu.edu or call (225) 578-2500. Be sure to mention your name, course number, and section.

Information About Tools in This Course

The following tools are used in your course. Read this information carefully to find technical information and assistance.

- [ProctorU Support](#) provides technical information and assistance.

Grading and Course Work

This course covers an entire semester of work or the equivalent of a classroom course lasting 15 weeks or 135 hours. These hours occur over seven modules. You will find some modules are longer than others and may require more time and effort on your part. Do not expect to complete each module in a single study session. Understand, too, that if you choose to submit assignments at a very high pace, your instructor may not be able to grade your work at the same rate. In other words, if you submit multiple assignments on the same date, your instructor may be unable to provide feedback and grade all of them within the expected 7-day response time.

Your grade in this course will be determined by the specific activities and assessments described in this syllabus. You will have a checklist in each module that instructs you on how to work through the materials and activities. In the following subchapters you will find details about each type of activity and assessment, as well as the grade breakdown and grading scale. Specific expectations for each graded item are included within these subchapters. Make sure you read all of the instructions!

Grade Breakdown and Grading Scale

You must have a passing average on the Mid-Course and Final Exams in order to pass the course!

If you earn a passing average on the Mid-Course and Final exams then your grade will be calculated as follows:

Component	Weight (%)
Quizzes (7)	30%
Assignments (19)	40%
Mid-Course Exam (1)	15%
Final Exam (1)	15%

Please note that some ungraded activities are required for this course, as outlined in this syllabus.

LSU GRADING SCALE

The following grading scale applies:

97%–100% = A+

93%–96% = A

90%–92% = A-

87%–89% = B+

83%–86% = B

80%–82% = B-

77%–79% = C+

73%–76% = C

70%–72% = C-

67%–69% = D+

63%–66% = D

60%–62% = D-

0%–59% = F

Quizzes

Content

Each module contains a short quiz that will test your knowledge of the information covered in the readings, videos, and module resources. Click on the quiz title in each module, read the instructions, and begin your attempt.

Timing and Takes

You can take the quiz two times, and you will be given 10 minutes. Each quiz is worth 10 points.

Grading and Review

Your quiz will be automatically graded, and you will see your score after you submit. Some questions are short answer or essay style and will be graded manually. You will be able to review your answers when you are finished. You will also see your score for the non-manually graded portions.

Interactive Activities

Description

Throughout the course, you will encounter adaptive lesson activities or presentations that test your knowledge of the basic concepts presented in the module, lecture videos, and readings. These may follow a linear progression or a branched scenario. They are practice exercises to help you apply what you have learned in each module.

You may complete lessons or interactive activities as many times as you like, and they are not graded.

Directions

In each module, click on module resources to begin. You will be directed to a series of pages containing either content or questions. On question pages, you will be required to make a choice or answer a question. Your answers/choices will determine the pages you see next. If you answer a question incorrectly, you will have the opportunity to review the relevant content pages and answer again. If you answer correctly, you will proceed to the next question or content page. If the lesson follows a branching scenario, you will be presented with choices that have unique consequences. Each choice will send you down a different learning path, with multiple possible outcomes. You can re-try the lesson to reach the different conclusions. Think of this as a choose-your-own-adventure activity!

For interactive H5P presentations or interactive activities, you will review a series of pages containing either content or questions. On question pages, you can check your answers and retry to as many times as you like to learn the material.

Assignments

To do well in this course, it is essential that you read and study all the course materials that precede the module assignment. Do not begin the module assignment until you have done so. For each type of document you prepare for this course, follow carefully the guidelines provided in the textbook and this course website.

Purpose of the Assignment

In each module, you will complete multiple assignments. These assignments were created so that you could demonstrate your knowledge of the material and put into practice the corresponding skills and guidelines from the textbook and module resources.

Directions

Click on the assignment title in the module, where you will find instructions for completing and submitting your assignment.

Submission Guidelines

Responses should be prepared using Word or using the text field provided in the assignments. While you are not required to upload a file, you may find it easier to draft your work in a separate space before adding it to the text field. In general, use 10- or 12-point type in a standard typeface, such as Calibri or Times New Roman, using title and heading formatting. Appearance matters, document design and professionalism are important aspects of technical communication.

If you upload a file, save your assignment with the following naming convention [TigerMike_M1Assgn] before uploading. Files must be in .docx, .pdf, or an accessible format for the instructor to grade them.

Note: You will need to click the "Submit" button after you upload your file or your submission will remain as a draft.

Once you submit an assignment, you cannot revise it, so be sure to check your work. Understand that occasional delays will occur, such as during holidays and semester breaks or if you submit several module assignments within the same week. You must have been enrolled in the course for *at least three weeks* to qualify to take the final exam, regardless of when the modules and other exams are completed.

Progress note: You must have a grade posted in the Moodle grade book for the Module 7 Assignments in order to unlock access to the Final Exam. You will have to plan and schedule your exam to allow at least seven days for the submitted assignment grades to be posted in the grade book.

Grading Table

The rubrics vary according to the needs of each assignment. The following is a sample rubric with criteria. Assignments will be graded within seven calendar days.

Assignment Criteria	Maximum Points Available
Inclusion of all 7 steps	4
Description and defense of treatments selected	2
Description and defense of replicates	2
Grammar and spelling. Contains minimal errors	2
<i>Total Points available</i>	10

Exams and Proctoring

The mid-course and final exams are proctored. An exam may not be taken until all of the modules covered in that exam have been completed. Exams must be taken in order (e.g., a mid-course exam must be taken before the final exam), and the final exam cannot be taken during the first three weeks of enrollment. You must have a grade on the last assignment before the final exam can be unlocked. You should plan and schedule your exam to allow at least seven days for the submitted assignment grades to be posted in the grade book.

Carefully read the following information, which is also listed in the exam module(s) in your course. Navigate to the exam modules when you are ready to take your exams.

Content

The mid-course exam covers Module 1-3 content, and the final exam covers Module 1-7 content, including questions from materials or activities. The mid-course exam contains 15 multiple-choice questions (worth 2 points each), and two essay questions (worth 10 points each). The final exam contains 30 multiple-choice questions (worth 2 points each), ten short-answer questions (worth 2 points each), and two essay questions (worth 10 points each). Please note that responses to some questions require you to use correct spelling for jargon and terminology (e.g., entering class and order names or insect parts). You will see a score for the auto-graded portion of the exam that does not include the short answer and essay questions, which will be manually graded by the instructor. To view your exam grades, consult the Gradebook found under Course Tools.

Testing Rules

- Exams require all preceding module assignments to be completed and graded.
- You will have three hours to complete your exam.
- Exams will be completed under proctor supervision.
- No restroom breaks are allowed.
- A whiteboard and dry-erase marker are allowed. (optional)

To read the full exam policy and other policy statements, visit ODL's [Policy page](#).

Proctoring Information: ProctorU

To take exams in this course, you will use the proctoring service ProctorU. You cannot use an account created through another university, so if you already have an account, you will still need to create an account associated with Louisiana State University at Baton Rouge. When you are ready to create your account, visit the [Louisiana State University ProctorU portal](#). When you create your account, you will have access to the following items:

- [Login](#): used to access your account and schedule appointments
- [Sign Up](#): used to create your account and request a Login ID
- *Technical Specifications*: provides specifications and a link to [test your equipment](#)
- *How It Works*: video explaining testing process
- *Getting Started*: instructions for first time users
- *Contact Us*: provides contact information for ProctorU

The [ProctorU Live Resource Center](#) provides information on:

- How ProctorU works
- What to expect when testing
- Technical requirements, and more.

Exam appointments are reserved on a first-come, first-served basis. Schedule your exams as early as possible so that you can choose the times that are best for you and so you will have enough time to prepare. Please note that if you schedule your exam fewer than seventy-two hours before your chosen day and time, additional premium scheduling fees may be assessed. The ProctorU [Test-Taker Knowledge Base](#) contains more information about scheduling and premium fees.

Proctored Exam Reviews

Students who have completed an exam and desire to review the results of their exam attempt must request an exam review. Students should follow the instructions provided in each exam module carefully in order to make sure that the exam will be available for their review appointment.

Course Policies

Carefully read the following important policies that apply to taking a course through [LSU Online Distance Learning \(ODL\)](#). For a complete list of our program policies, visit our [Policies page](#).

Engagement and Participation

Please check into your Moodle course frequently to keep track of your work. An online course requires you, the student, to be in control of your learning. In a face-to-face (F2F) course, instructors can play a much bigger role in actively directing your learning, since they see you two or three times a week. In an online course, it takes a lot more work in designing an appropriate learning environment, so that you can learn at your own pace. Since you are in control, you need to be disciplined enough to complete assignments on a regular basis and stay up to date with the course.

Timely communication is an e-learning best practice. Check your email and the News and Announcements Forum on the course front page regularly to make sure you do not miss any communications from your instructor.

Academic Integrity

Academic Misconduct

Students in Online Distance Learning (ODL) courses must comply with the LSU Code of Student Conduct. Suspected violations of the academic integrity policy may be referred to [LSU Student Advocacy & Accountability \(SAA\)](#), a unit of the Dean of Students. If found responsible of a violation, you will then be subject to whatever penalty SAA determines and will forfeit all course tuition and fees. ODL reserves the right to deny enrollment to any applicant or to discontinue the enrollment of any student who is in violation of the ODL academic integrity policy.

To read more, please visit our [policies page](#).

Plagiarism and Citation Method

Students are responsible for completing and submitting their own course work and preparing their own modules. All work submitted in the course modules must be the student's own work unless outside work is appropriate to the assignment; all outside material must be properly acknowledged. It is also unacceptable to copy directly from your textbook or to use published answer keys or the teacher's edition of a textbook. It is your responsibility to refrain from plagiarizing the academic property of another and to utilize appropriate citation method for all coursework. In this class, it is recommended that you use [Chicago style guidelines](#). Ignorance of the citation method is not an excuse for academic misconduct. Remember, there is a difference between paraphrasing and quoting and how to properly cite each respectively.

One tool available to assist you in correct citations is the "References" function in Microsoft Word. This program automatically formats the information you input according to the citation method you select for the document. This program also has the ability to generate a reference or works cited page for your document. The version of Microsoft Word with the "References" function is available in most University computer labs. A demonstration of how to use this tool is available online at the [LSU Student Advocacy & Accountability page](#).

Unauthorized Assistance

Unauthorized collaboration constitutes plagiarism. Collaborative efforts that extend beyond the limits approved by the instructor are violations of the academic integrity policy. Students who study together are expected to prepare and write their own individual work for submission and grading.

AI & Other Assistive Technology Usage

As a partner in your learning, it is important to both of us that any assignment submission is a reflection of your work and understanding. The introduction of artificial intelligence options to complete academic work jeopardizes my ability to evaluate your understanding of our course content and robs you of the ability to master the subject matter. Therefore, the use of generative AI programs as a substitute for your own original work is prohibited. These programs should not be used to produce work that misrepresents your abilities or deceives the conditions under which the work was completed.

Use of generative AI to create written work is strictly prohibited. *If you have questions about the use of specific tools or technologies in relation to course work, seek guidance from me beforehand.* If work is submitted in violation of this policy, a report will automatically be made to the Office of Student Advocacy & Accountability. Notification will be given when these reports are made.

Examinations

LSU has very strict regulations regarding the administration of exams that must be carefully followed by proctors and students. Examinations must represent the enrolled student's own work and must be completed under the supervision of the proctor without the assistance of books, notes, devices, or other

help, unless specified otherwise in the exam directions or as part of accommodations approved by Disability Services.

The student must pay for any cost involved in having an exam supervised.

If ODL has any question or concern about the administration of an exam, LSU reserves the right, at its sole discretion, to require a student to retake an examination. If asked to retake an exam, you will be notified within thirty days of the original examination. Grades will be awarded on the basis of the second exam only.

Disability Accommodations

A learner with a disability is entitled by law to equal access to university programs. Two federal laws protect persons with disabilities in post-secondary education: the Rehabilitation Act of 1973 (Pub. L. No. 93-112, as amended), the 1990 Americans with Disabilities Act (Pub. L. No. 101-336) and the ADA Amendments Act (Pub. L. No. 110-325). LSU A&M is committed to ensuring that its websites, online courses, and all online materials are accessible to people with disabilities.

Online Distance Learning (ODL) will make appropriate, reasonable accommodations for students with disabilities. Specific accommodations must be determined by LSU Disability Services or by the equivalent office at the student's own institution. Accommodations may be permitted for lesson assignments as well as for exams.

- If you are an LSU Student with a disability and need assistance to obtain or arrange reasonable accommodations, contact LSU Disability Services each time you enroll.
- If you are not an LSU student and have approved accommodations with your home institution, ODL will need official verification of those accommodations.
- If you are not an LSU student and not enrolled in another institution, you should contact LSU Disability Services for assistance.

If you have accessibility needs that we can help with, visit the [LSU Disability Services page](#) and register for accommodations before you begin your course work.

Netiquette

Communication in the online classroom comes across differently than the communication we are accustomed to through academic writing and face-to-face classroom discussion. Use online etiquette guidelines like the ones listed in the document below to craft your communication.

You can also read [The Core Rules of Netiquette](#) by Virginia Shea (1994) to understand the human aspect of online communication.



Online Etiquette Guide

It is important to recognize that the online classroom is in fact a classroom, and certain behaviors are expected when you communicate with both your peers and your instructors. These guidelines for online behavior and interaction are known as netiquette.

SECURITY

Remember that your password is the only thing protecting you from pranks or more serious harm.

- Do not share your password with anyone
- Change your password if you think someone else might know it
- Always log out when you are finished using the system

GENERAL GUIDELINES

When communicating online, you should always:

- Treat your instructor and classmates with respect in email or any other form of communication
- Always use your professors' proper title: Dr. or Prof., or if in doubt use Mr. or Ms.
- Unless specifically invited, do not refer to your instructor by first name
- Use clear and concise language
- All college level communication should have correct spelling and grammar (this includes discussion boards)
- Avoid slang terms such as "wassup?" and texting abbreviations such as "u" instead of "you"
- Use standard fonts such as Ariel, Calibri or Times new Roman and use a size 10 or 12 pt. font
- Avoid using the caps lock feature AS IT CAN BE INTERPRETTED AS YELLING.
- Avoid the use of emoticons like :) or ☺
- Be cautious when using humor or sarcasm as tone is sometimes lost in an email or discussion post and your message might be taken seriously or sound offensive.
- Be careful with personal information (both yours and that of another)
- Do not send confidential information via e-mail

EMAIL ETIQUETTE

When you send an email to your instructor, teaching assistant, or classmates, you should:

- Use a descriptive subject line
- Be brief, but include necessary information
- Avoid attachments unless you are sure your recipients can open them
- Avoid HTML in favor of plain text
- Sign your message with your name and return e-mail address
- Think before you send the email to more than one person—does everyone really need to see your message?
- Be sure you REALLY want everyone to receive your response when choosing to "reply all"
- Be sure the message author intended for the information to be shared before choosing to "forward" the message

MESSAGE BOARD ETIQUETTE AND GUIDELINES

When posting on the Discussion Board in your online class, you should:

- Make posts that are on topic and within the scope of the course material
- Take your posts seriously and review and edit your posts before sending
- Be as brief as possible while still making a thorough comment
- Always give proper credit when referencing or quoting another source
- Be sure to read all messages in a thread before replying
- Do not repeat someone else's post without adding something of your own to it
- Avoid short, generic replies such as, "I agree"—you should include why you agree or add to the previous point
- Always be respectful of all opinions even when they differ from your own
- When you disagree with someone, express your differing opinion in a respectful and non-critical way
- Do not make personal or insulting remarks
- Be open-minded when reading other posts

You can [click here to download the PDF file.](#)

Extensions

An extension of enrollment is available. The extension extends the enrollment period two months for a fee of \$75. Only one extension is available per course enrollment. Requests for an extension must be received in our office prior to the expiration date to avoid being dropped from the course and receiving a "W" in the course.

Review information on extensions in the [ODL course policies](#).



[Request an extension](#)

Transcript Information

After you have completed this course, your grade will be filed with the Office of the University Registrar. If a transcript is needed, it is your responsibility to make a request to the registrar. If you would like to order a transcript, visit the [Office of the University Registrar Transcript Requests](#) page to view your options.